

The Beacon Centre

English

KS3 students will study a combination of English Language and Literature, out of five lessons per week, students will study three of language and two of literature. The predominant focus of KS4 students will be English Language and will be studied for five out of five lessons per week.

Students will develop skills needed to succeed in English Language as well as cultivating an enjoyment of reading and writing. The programme of study offers opportunities for creativity and imaginative exploration of texts and ideas, as well as increasing students' awareness of how to explore meaning and authorial techniques in various genres of literature. In addition, essential skills in grammar and punctuation will be focused on with the dual purpose of meeting the rigours of GCSE study and to re-engage students disaffected with education. Opportunities to promote speaking and listening skills as well as student collaboration will be embedded throughout lessons via group, paired work and presentations. Years 8 and 9 will prepare students for Component 1 of the English Language exam, which covers 20th Century fiction and Narrative Writing. **Students will also revise and practise Transactional writing tasks, which appear on Component 2 of the Language exam.** The programme will be tailored to allow students of all abilities to be able to access, anticipating that this will promote a sense of self on an academic and social and emotional level, using this as a scaffold to promote holistic potential. Via the selected texts students will explore a range of issues such as gender, race and social inequalities and will link with Personal, Social and Health Education and Citizenship to reinforce Social, Moral, Spiritual and Cultural development.

A range of literature to widen spiritual development through discussion and debate will be embedded in the study of the classic novel such as *The Strange Case of Dr. Jekyll and Mr Hyde*, *Dracula* and *Frankenstein* amongst others, encourages the discussion of the difference between good and evil, considering the impact of conscience. The study of texts like this gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives.

Imaginative writing and the study of poetry gives students the opportunity to reflect on their personal beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment safely.

Moral questions, such as race, homelessness, alcoholism, sexism, will be explored in texts such as 'stone cold, 'Buddy, Dracula and Face' giving students the opportunity to produce their own writing. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios.

During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. For instance, the study of Shakespeare's 'Macbeth' poses a range of topics and themes for debate such as the dangers of power and ambition and reinforces the importance and consequences of making the right choices.

Lessons promote cooperation and teamwork through being able to work in groups, listening to presentations and asking questions. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future. Students are required to take on a role and argue a point of view. Peer assessment will be an integral part of teaching and students will be encouraged to give focused feedback, whereby they support and encourage each other, reflecting and giving advice.

Long Term overview of the topics that each class will study during each half term.					
English Language	Key Stage 3a	Key Stage 3b	Year 10	Year 11	Green Room
Autumn 1	<u>Fiction and imaginative writing</u>	<u>Fiction and imaginative writing</u>	<u>Fiction and imaginative writing</u>	Focus upon extracts in accordance	

Text Dracula	<u>19th Century Fiction</u> Dracula	<u>19th Century Fiction</u> Dracula	<u>19th Century Fiction</u> Dracula	with exam	
Autumn 2 Text Dracula	<u>Fiction and imaginative writing</u> <u>19th Century Fiction</u> <u>Gothic Horror</u> Dracula	<u>Fiction and imaginative writing</u> <u>19th Century Fiction</u> <u>Gothic Horror</u> Dracula	<u>Fiction and imaginative writing</u> <u>19th Century Fiction</u> <u>Gothic Horror</u> Dracula		
Spring 1 Text Face	Non-fiction and transactional writing	Non-fiction and transactional writing	Non-fiction and transactional writing		
Spring 2 Text Face	Non-fiction and transactional writing	Non-fiction and transactional writing	Non-fiction and transactional writing		
Summer 1 Text The Tempest				Revision – focus on timings and SAMs	
Summer 2 Text The Tempest				Revision SAMs Exam	

Potential qualifications that can be achieved in this subject area:

GCSE, BTEC, Cambridge National, ASDAN, Functional Skills, Entry Level Certificate